



BASIC STUDENTS LEARNING MOTIVATION STRATEGIES IN THE COVID-19 PANDEMIC TIME THROUGH STUDY GROUPS

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Abstract This study aims to determine strategies in increasing student learning motivation to maintain the continuity of the educational process in the Study From Home (SFH) policy during the COVID-19 pandemic. The method used in this research is qualitative with the research subject, namely students in the study group in Jungjang village. Data collection techniques used were interviews and documentation. The results showed that the form of the learning group teacher strategy to increase student learning motivation in the SFH policy in the midst of the COVID-19 outbreak was with student work study groups which were proven to increase student learning motivation. The obstacles encountered by the learning group teacher were related to the aspects of the students' parents, learning facilities, and the creativity of the learning group teachers. The benefits of this research are the growth of student learning motivation, train student discipline, and help improve the closeness between parents and children.

Introduction

Since the end of 2019 the world has begun to be surprised by the presence of a new virus known as Corona Virus Disease 2019 (COVID-19). A fairly large disease outbreak. The virus originating from China then spreads to various countries in the world, including Indonesia. The existence of various COVID-19 diseases that attack Indonesia has an impact on sectors, ranging from health, economy, to education (Erni, Vebrianto, Miski, MZ, & Thahir, 2020).

Until around early April, the government issued a policy stipulated in the Regulation of the Minister of Health of the Republic of Indonesia Number 9

of 2020 concerning Guidelines for Large-Scale Social Restrictions (PSBB) in the Context of Accelerating Handling of Corona ([Syauqi, 2020](#)). This disease has placed restrictions on religious activities, schools, workplaces, public places or facilities, socio-cultural activities, modes of transportation, and other activities related to defense and security aspects with several requirements that must be met by regions that apply for PSBB ([Permen, 2019](#)).

The form of PSBB implementation in the realm of education is in accordance with the Regulation of the Minister of Health of the Republic of Indonesia Number 9 of 2020, namely by school holidays which replace the teaching and learning process at schools by being carried out at home using the most effective media. The application of this policy is known by the wider community as Study From Home (SFH), where learning activities are carried out using a remote system (Handarini & Wulandari, 2020). The existence of the SFH policy provides new challenges for the apparatus ([Astini, 2020](#)).

The challenge is because these institutions have never had experience in dealing with situations like this before. Learning activities that are usually carried out in schools include face-to-face learning activities between teachers and students, but now they must be done remotely through a remote system ([Dewi, 2020](#)). In implementing SFH in the midst of the COVID-19 outbreak, it certainly requires good cooperation between stakeholders, including the government, parents, teachers, and schools ([Aji, 2020](#)).

At the beginning of the issuance of this SFH policy, there was no clear and detailed guide on how to carry out learning activities with the SFH system. The PSBB policy only refers to teaching and learning activities in schools to be replaced by teaching and learning activities at home using the most effective media. Many teachers are confused about how to learn properly with this system, so that even though it is done at home, the learning process continues to run well ([Khasanah, Pramudibyanto, & Widuroyekti, 2020](#)).

The National Education System discusses education according to the Law of the Republic of Indonesia Number 20 of 2003 concerning education pathways in Indonesia which consists of formal, non-formal, and informal education. Meanwhile, Elementary School Education (SD) is included in formal education.

Primary schools also face challenges in implementing the previously mentioned SFH ([Purwanto et al., 2020](#)). In addition to experiencing

confusion in adapting to the SFH learning system, teachers are also required to show that learning activities are still being carried out, both to school supervisors, student guardians, students, and the surrounding community in general. So, it seems that teachers are still carrying out their duties properly as educators even in the midst of an epidemic like this. This is a form of responsibility for the tasks given to teachers as educators and teachers. In these conditions, teaching and learning activities must continue. The fulfillment of the rights of every child to the nation must be fulfilled, whatever happens. For this reason, teachers as drivers of the wheels of education must carry out their duties properly.

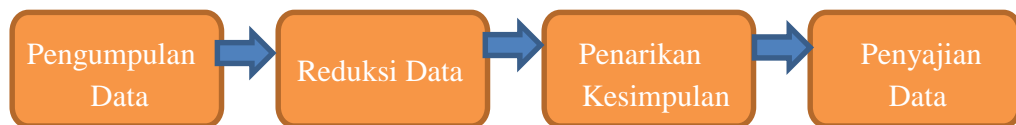
Another challenge that becomes an elementary school institution in implementing SFH policies is facing the challenges of elementary school students (Fatimah, Chan, & Sofwan, 2020). Children are just learning how to go to school and are still adapting to school life. In addition, there are also characteristics of elementary school students who are often gloomy, especially in terms of learning (Octavia, 2020). Sometimes children are excited to go to school, sometimes they are lazy. It can be seen that the learning motivation of elementary school students is still low and still needs guidance and guidance from teachers or parents as a motivator or activator (Hero & Sni, 2018). That is a challenge in terms of learning motivation, especially the conditions for implementing SFH policies where learning activities are carried out at home (Sunarto, Sartika, Cay, Sumiyati, & Nurhidayat, 2020). Without a teacher who accompanies them and classmates who are usually study partners, of course the children's motivation and enthusiasm for learning will decrease (Simanjuntak, 2019).

Changes in the learning process in the midst of this pandemic are certainly a challenge for all education. (Damanik, 2019) revealed in the results of his research conducted in private high schools, that the learning environment has a significant influence on learning motivation.

The purpose of this study is to provide an overview of strategies that can be used in an effort to foster learning motivation in elementary school students by using study groups. Then also explained about the obstacles faced in implementing the strategy, and its benefits. It is hoped that the results of this research can also be an inspiration for teachers at various levels of education starting from the early childhood, elementary, junior high and high school levels, which can be developed again in accordance with the conditions and situations of each level of education. That way, the obstacles in implementing the SFH learning system due to COVID-19 related to student learning motivation can be resolved properly.

Method Research

The approach used in this research is a qualitative approach with descriptive research type. Researchers used this type of descriptive qualitative research approach because the researcher aimed to gain new knowledge and an overview related to what strategies were used by the study group teachers in Jungjang Village to revive the learning motivation of students who had to face the Study From Home (SFH) policy due to the COVID-19 disaster. 19 who attacked Indonesia. This research was conducted on elementary school students in block 6 of Jungjang Village, having their address at Tajug Gede, Kapling Block, Jungjang Village, Arjawinangun District, Cirebon Regency. The following are the research stages carried out by the researcher.



The research subjects in this study were students of the Study Group at Tajug Gede, Jungjang Village. Meanwhile, the researcher acts as an analyzer and data observer who also reports the results of the research that has been done. The data collection technique used in this study was to use the interview method and documentation. With conditions in the midst of the COVID-19 outbreak, interviews were conducted face-to-face individually and continued to apply the Covid-19 protocol to gather information needed by researchers. The documentation method used by researchers was observing several activities carried out by students in the study group with the results of worksheet assignments given from each student's school.

Result and Discussion

The existence of the Study From Home (SFH) policy due to the COVID-19 epidemic that attacked Indonesia caused changes in the learning system applied to every educational institution. The learning system is usually implemented face-to-face in schools, but now has to be implemented using a remote system. In terms of methods to learning facilities, of course there are changes in order to adapt to the conditions of SFH with all the existing limitations, which are not running like the usual learning process. These changes occur starting from the levels of early childhood education, elementary, secondary, to tertiary education.

Based on the explanation from the class teacher, usually the participants in the study group take part in learning activities at school with the class teacher three times a week, namely Monday, Tuesday, and Wednesday.

After the SFH policy was implemented, the learning system was changed to giving assignments that were still adjusted to the usual learning schedule. The three assignments are given once a week at the beginning of the week. Then, each student sends the results of their work according to the school schedule, which is every Monday, Tuesday, and Wednesday. The assignments that are given at the beginning of the week, usually the guardian of the school students take the assignment materials provided by the school, as well as to get direct explanations from the teacher regarding how to do the assignments given to minimize misunderstandings in the work of the assignments. The form of assignments given by the teacher is processed with various variations each week so that children do not feel bored. Tasks can be in the form of working on a theme book, creating works, making sports videos, or other forms of assignments.

The explanation above as a sample is sufficient to illustrate how changes in the existing learning system in SD institutions. This change certainly affects the learning motivation of students. In fact, learning motivation is very important for students in a learning process. Seeing how important student learning motivation is faced with changes in the learning system in SFH policy in the midst of this COVID-19 outbreak, teachers need to look for strategies as an effort to turn on students' learning motivation. Of course, these efforts must be effective and appropriate when applied at the elementary level. So that any obstacles regarding the motivation to learn can be overcome with the right solution.

A. Forms of Learning Group Teacher Strategies to Increase Student Motivation in Implementing SFH Policies

Based on the results of the interviews conducted by researchers with the participants of the Tajug Gede study group, the form of efforts made so that the participants' learning motivation can live while studying at home is the study group method. As explained earlier that in implementing SFH as a result of the COVID-19 outbreak, the learning system in elementary schools which is usually implemented in schools has now changed by giving assignments to do at home. The three assignments that are distributed at the beginning of the week are submitted to the class teachers according to their usual school schedule, namely every Monday, Tuesday and Wednesday. Every task in the form of images and videos is sent via WhatsApp. Every task that is obtained from the student's school study group is done with the study group teacher. Here are some examples of study group participants doing their assignments with the study group teacher, while still adhering to the Covid-19 protocol.



Picture 1. Tajug Gede study group



Picture 2. Tajug Gede study group



Picture 3. Tajug Gede study group

The picture shows where the study group teacher not only helps in doing assignments from school, but also provides motivation to build students' enthusiasm. For example, an expression of praise for the work done by the child and his enthusiasm. That way children feel more appreciated and excited in doing their assignments. Then the study group teacher also provides constructive directions to parents so that they always help with their children's assignments. So, parents also feel motivated to be enthusiastic in accompanying their children to study at home. In addition, the study group teachers also expressed their hopes as a form of prayer so that things would quickly improve, so that children could learn and play together again at school.

The study group teacher explained that the application of this method showed a positive impact where the child was getting more enthusiastic about doing his job. Because in the study group children can meet their friends even though they are still at a distance and doing tasks can be completed more quickly. Or maybe there are no gadgets at home to find additional material for doing assignments. When he joins study groups he can exchange questions on assignments given by the school.

That way students' motivation to learn can increase with encouragement in the form of study groups. With discipline, children do their children's assignments and do not experience delays in collecting assignments. The efforts described above are made, because learning motivation is very important in a learning process. Because, student learning outcomes will be greatly influenced by this. Student learning outcomes can be improved in one way, namely increasing student motivation and interest which can be achieved by improving the quality of teachers in terms of personal character and teaching methods (Ricardo & Meilani, 2017: 188–201).

In addition, the learning outcomes obtained by students will be achieved optimally if there is learning motivation that determines the intensity of student learning efforts, can encourage students to do something, determine where students are doing, select what students do, and encourage students to try achieving achievement, where the teacher acts as a student motivator (Manizar, 2015: 204–222). This explanation shows how influential the study group program is in increasing student motivation. So, it becomes a way as an effort to increase student motivation, so that the learning outcomes obtained can be maximized, especially in conditions in the midst of the COVID-19 outbreak like this.

B. Barriers to Increasing Learning Motivation

According to the information of the learning group teacher Tajug Gede, in the implementation of efforts to foster student learning motivation through the learning group method the results of the task work found several obstacles related to the factors of parents of students who were less contributive in supporting this SFH. Then, learning facilities are also an obstacle in the form of incomplete facilities. Although several obstacles were found, the group study teacher revealed that in general the learning went well.

C. Benefits of Implementing Work Work Result Publications in an Effort to Increase Student Motivation

As previously explained above, the form of a study group effort is to turn on students' learning motivation. This action turned out to provide results in the form of benefits not only for students, but also for parents. According to the description of the study group teacher, with the application of the study group the results of the work assignments given by the class teacher can be resolved in the discipline and the learning motivation of live students. Even though the learning system has changed, where children do not learn with the teacher, the children still have the enthusiasm to learn at home even though they occasionally complain that they miss meeting the teacher. Children who take part in the study group feel happy even though they do not fully meet school friends but they treat a bit of homesickness.

Conclusion

Based on the results of this study, it can be concluded that the form of the learning group teacher strategy to turn on student learning motivation in the SFH policy in the midst of the COVID-19 outbreak with study groups is proven to motivate students to implement SFH. Some of the obstacles that the teacher encountered in implementing the publication method were related to aspects of students' parents, learning facilities. The implementation of this study group provides benefits in the form of growing student motivation, training student discipline. Although this method is fairly simple, the results of this study indicate that this method is quite effective in fostering student motivation. In its application, it is also necessary to have the consistency of learning group teachers in implementing it, so that the results obtained can be maximized. In addition, cooperation from parents is also needed so that SFH implementation can run optimally as expected.

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